

ACADEMIC REPORT

On

FACULTY TRAINING AND DEVELOPMENT
OF GUIDELINES FOR SLM PREPARATION

2025-2026

CENTRE FOR DISTANCE AND ONLINE EDUCATION
MAHARAJA SRIRAM CHANDRA BHANJA DEO UNIVERSITY
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1. Introduction

The Centre for Distance and Online Education (CDOE), Maharaja Sriram Chandra Bhanja Deo University, organised a faculty-oriented training session to establish a common academic understanding of the structure, components, presentation, and quality expectations of Self-Learning Materials (SLMs) for Open and Distance Learning (ODL). The initiative aimed to promote uniformity, academic rigour, learner orientation, and systematic presentation across programmes. The training was conducted under the guidance of Prof. Sukanta Kumar Nayak, Director, CDOE, with the academic leadership of Dr. Pratap Kumar Jena, Deputy Director, and participation of concerned faculty members. Mr. Pranabkanti Dutta, Assistant Professor, Department of Education, CDOE, delivered the presentation on SLM structure and its role in independent and self-directed learning.

SLMs were presented as resources designed specifically for independent learning and characterised as self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating. The eight major components identified were: learning objectives; assessment of prior knowledge; learning activities; feedback; examples and illustrations; self-assessment/in-text questions; summary/key points; and study guide. The training was followed by an iterative consolidation and standardisation process. Based on the presentation and review of existing SLMs, Ms Abhipsa Pattanayak, Assistant Professor, Department of English, prepared a comprehensive institutional guideline for SLM development, revision, editing, formatting, and quality assurance.

2. Objectives of the Training Session

The primary objective was to establish a common academic framework for SLM preparation while retaining disciplinary flexibility. The session focused on learner-centred design and the integration of objectives, prior knowledge, activities, feedback, examples, self-assessment, summaries, and study guidance. Particular emphasis was placed on measurable learning objectives using Bloom's Taxonomy and the ABCD approach, learner-centred activities, meaningful examples and illustrations, systematic self-assessment, and study guidance. The training also addressed deficiencies in existing materials and repositioned SLM development from subject-matter compilation to a structured pedagogic process for independent learners.

3. Academic Content of the Presentation

The presentation explained the architecture of an effective SLM through eight integrated components:

- 3.0.Learning Objectives: Bloom's Taxonomy (remembering, understanding, applying, analysing, evaluating, and creating) and the ABCD framework (Audience, Behaviour, Condition, Degree) were introduced for clear, measurable outcomes.
- 3.1.Assessment of Prior Knowledge: Diagnostic questions, pre-tests, concept mapping, self-reflection prompts, and KWL charts were recommended to identify prior learning and gaps.
- 3.2.Learning Activities: Reading tasks, problem-solving, case studies, simulations, reflective writing, and collaborative activities were emphasised, with alignment between objectives and activities.
- 3.3.Feedback: Immediate, delayed, explanatory, and corrective feedback were discussed as mechanisms for correcting misconceptions, reinforcing learning, and motivating learners through self-checks, rubrics, reflection, and progress tracking.
- 3.4.Examples and Illustrations: Worked examples, case studies, diagrams, charts, flowcharts, and real-world applications were recommended to clarify abstract concepts and strengthen learning.
- 3.5.Self-Assessment/In-Text Questions: MCQs, true/false, fill-in-the-blanks, matching, short-answer, and essay questions were recommended with progressive difficulty, variety, strategic placement, and feedback.
- 3.6.Summary/Key Points: Summaries should consolidate learning, reinforce concepts, support revision, and reconnect learners with intended outcomes.
- 3.7.Study Guide: Study guidance should support learner autonomy, time management, resource selection, and examination preparation.

All eight components were presented as an integrated learning system rather than isolated sections. External review and periodic revision were recommended as continuing quality-assurance measures.

4. Transition from Presentation to Institutional Guideline

The training resulted in a structured academic cycle: conceptual framework → review of existing SLMs → identification of recurring deficiencies → development of a practical guideline. The review identified concerns regarding format, bilingual presentation, content comprehensiveness, suggested readings, formatting, unit-end questions, figures and flowcharts, syllabus alignment, and overall academic quality. The resulting guideline therefore functions not merely as an editing document but as an institutional standard translating pedagogical principles into consistent academic production requirements.

5. Major Provisions of the Comprehensive SLM Guideline

- The guideline establishes editorial, structural, pedagogical, formatting, and referencing requirements. It recommends four to five appropriately qualified editors/proofreaders with academic designation and contributor consent.

- Preliminary pages are standardised with a Preface and a five-column Content Page: Block Number, Block Name, Unit Number, Unit Name, and Page Number. Roman numerals are recommended for preliminary pages and Arabic numerals for the main text.
- The course structure should contain a minimum of 16 units, with blocks in Roman numerals and units in numerical order. Block title pages should be centred and presented in box format.
- Unit objectives should begin with 1.0, use the phrase “You’ll be able to:”, and present learner-centred, measurable outcomes in bullet form. A hierarchical structure is recommended, including Learning Objectives, Introduction, Conceptual Framework, Content, Summary, Key Terms, Unit End Questions, and Suggested Readings, with appropriate sub-levels.
- Content should demonstrate conceptual depth, continuity, and coherent academic narrative. Well-developed paragraphs are preferred; fragmented sections and excessively short paragraphs should be avoided. Related sections should be merged where appropriate, with chronological organisation for historical material and logical sequencing of definitions and quotations.
- Figures and tables should be original/self-created, referred to explicitly in the text, serially numbered, captioned clearly, and designed to avoid copyright concerns. The prescribed basic format is 12-point text, 14-point sub-headings, 16-point block/unit titles, 1.5-line spacing, and one-inch margins.
- Academic terminology and headings should remain consistent, with “Key Terms” used as the designated heading. Suggested readings should follow APA 7th edition/MLA 9th edition, include complete bibliographical details, be alphabetically arranged, and have AI-generated sources verified. Each unit should contain serially numbered short- and long-answer questions, approximately 10–12 of each type.

6. Academic Significance of the Initiative

The initiative shifts SLM preparation from individual departmental practice towards institutional academic standardisation while preserving discipline-specific content. A common learning architecture gives ODL learners greater predictability and coherence across programmes. It also strengthens learner-centred ODL by translating self-directed learning principles into practical requirements for objectives, activities, self-assessment, summaries, study guidance, examples, and feedback. Review findings on content adequacy, suggested readings, formatting, figures, syllabus revision, and overall quality demonstrate the need for common standards and systematic review.

7. Iterative Nature of the Quality-Enhancement Process

The initiative follows a continuous improvement cycle: Presentation → Faculty Understanding → SLM Review → Identification of Gaps → Guideline Development → Standardised Revision → Quality Assurance → Periodic Improvement.

This model moves beyond one-time training by using review evidence to refine institutional standards and enabling repeated cycles of review as programmes and learner needs evolve. External audit and regular revision further support sustained quality assurance.

8. Role of Academic Leadership and Faculty Participation

The initiative was strengthened by the academic leadership of Prof. Sukanta Kumar Nayak, Director, and Dr. Pratap Kumar Jena, Deputy Director, together with the participation of concerned faculty members. Mr. Pranabkanti Dutta provided the conceptual and pedagogical basis through the training presentation, while Ms Abhipsa Pattanayak translated that framework into a consolidated operational guideline.

The process demonstrates shared academic responsibility, combining administrative leadership, disciplinary expertise, faculty participation, review mechanisms, and editorial processes in the quality assurance of ODL materials.

9. Outcomes of the Training and Guideline Development

The initiative is expected to produce greater uniformity in SLM preparation; clearer sequencing and stronger objective-assessment alignment; enhanced learner engagement through activities and illustrations; improved self-evaluation; stronger referencing and academic integrity; and greater consistency in visual presentation and formatting.

It also provides faculty with an institutional reference for preparing, revising, and peer-reviewing SLMs, while reinforcing the principle that quality SLMs should be designed around learner needs rather than merely teacher-centred content.

10. Conclusion

The faculty training on SLM structure and the subsequent institutional guideline constitute a significant academic quality-enhancement initiative of CDOE, Maharaja Sriram Chandra Bhanja Deo University. The process demonstrates how an academic presentation can evolve into an institutional framework through reflection, review, consultation, and iterative improvement.

The presentation by Mr. Pranabkanti Dutta established the conceptual and pedagogical architecture of SLMs, while the guideline prepared by Ms Abhipsa Pattanayak converted it into operational

standards. The leadership of Prof. Sukanta Kumar Nayak and Dr. Pratap Kumar Jena, along with faculty participation, made the initiative collaborative and institution-wide. Overall, the initiative represents a transition from framework to practice, review to refinement, and individual preparation to institutional standardisation, thereby supporting robust, learner-centred, academically rigorous, and quality-assured SLMs for ODL.

Enclosures

1. Annexure-I: Format for SLM in Blocks and Units.
2. Annexure-II: Guidelines for Preparing Self-Learning Materials
3. Annexure-III: Photos during Presentation and First Slide.

Annexure-I

Format for SLM in Blocks and Units

Block No.	Block Name	Unit No.	Unit Name	Page No.
I	Indian School of Philosophy	1	Indian School of Philosophy- Concept, Process	2-28
		2	Foundation of Indian School of Philosophy	29-47
		3	Base of education with reference to Philosophical point of view	48-67
		4	Base of education with reference to Ethical consideration in Philosophical context	68-84
II	Contribution of Western School of Philosophy	5	Realism	86-101
		6	Naturalism	102-120
		7	Pragmatism	121-136
		8	Idealism	137-157
		9	Existentialism	158-174
III	Contribution of Philosophers	10	Contribution of Indian Thinkers	176-206
		11	Contribution of Western Thinkers	207-227
IV	Contemporary theory of Education	12	Perennialism	229-241
		13	Essentialism	242-258
		14	Eclecticism	259-270
		15	logical Positivism	271-283
V	Sources of acquiring knowledge	16	Acquiring Knowledge: From Ancient Insights to Modern Practice	285-301

Annexure-II

GUIDELINES FOR PREPARING SELF-LEARNING MATERIALS

1. Editorial Requirements:

1. The material must include 4-5 Editors and Proofreaders.
2. All editors and proofreaders must be reputed, authorised, and mentioned with clear academic designations. Obtain consent letter from each one.

2. Preliminary Pages:

1. A **Preface** must be included.
 - Do not use titles such as Executive Summary or any alternative heading.
2. The **Content Page** must contain five columns:
 - Block Number
 - Block Name
 - Unit Number
 - Unit Name
 - Page Number
3. Page Numbering
 - Use Roman numerals for preliminary pages: i, ii, iii, iv...
 - Use Arabic numerals starting from the main content page: 1, 2, 3...

3. Block and Unit Structure:

1. The course must contain a minimum of 16 Units.
2. Block Format
 - Blocks must be written in Roman numerals
 - Example: **Block II**
3. Unit Format
 - Units must be written in numerical format
 - Example: **Unit 2**
4. Block Page Format
 - Block title page must:
 - Be centered
 - Be placed in the middle of the page
 - Be enclosed in a box format
5. The overall structure must follow the format used by FM University, as explained in the PPT shared by Pranab Sir.

4. Unit Structure:

Learning Objectives

1. Learning Objectives must begin from 1.0.
2. The first line must begin with: "You'll be able to:"
3. Objectives must be presented in bullet points.

Example:

1.0 Learning Objectives

After completing this unit, you'll be able to:

- Understand the major concepts of the topic
- Analyse the theoretical framework
- Identify key arguments of the text
- Apply the ideas in literary interpretation

5. Headings and Sub-Headings Format:

1. Sub-heading structure must follow a hierarchical numbering system:

Example:

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Conceptual Framework
- 1.2.1 Historical Context
2. After 1.2.1, further points should be written using Star mark then by bullet points
- 1.3 Content
- 1.4 Summary
- 1.5 Key Terms
- 1.6 Unit End Questions
- 1.7 Suggested Readings

6. Content Presentation:

1. Write longer and well-developed paragraphs.
2. Avoid very short paragraphs.
3. Merge shorter sections and units wherever necessary to maintain continuity.
4. Do not bold any word in the content of any section.
5. Historical parts/date should be written methodically and chronologically. (2000, 2005, 2008...)
6. Definitions and meanings should be merged:
 - First write the definition/quotation
 - Then mention the author's name.

Example: "Literature is the expression of life through language." — Matthew Arnold

7. Figures, Tables, and Visuals:

1. The table and figure no. must be specified in the text
2. All figures and tables must be created originally to avoid copyright issues. Tables and figures must not be copy pasted. All the tables and figures must be original.
3. Do not use copyrighted images.
4. Use light colours for figures and tables.
5. Always explain the figure or table before or after inserting it.
6. Tables must be self-created and relevant to the content.
7. The legends of the Fig. should be at bottom of the figure while it should be above in the Table.
8. Table and Figure should be numbered serially and legends should be self-explanatory. Avoid incomplete and short/blunt captions.

8. Formatting Guidelines:

Element	Format
Font Size (Text)	12 size
Sub-Headings	14 size
Block / Unit Titles	16 size
Line Spacing	1.5
Page Margins	1 inch on all sides

9. Terminology Rules:

2. Do not use the word “Key” in any heading.
3. The only permitted heading is: **Key Terms**

10. Suggested Readings:

1. Suggested readings must be in APA 7th Edition format.
2. Ensure:
 - Complete references
 - Chronological order (Alphabetical)
 - Verification of AI-generated sources before inclusion.

11. Review Questions:

Questions must be numbered serially. Both short and long Questions can be included in each unit. Short Questions (10 – 12 No.) and Long Questions (10 – 12 No.)

12. Additional Content Guidelines:

1. In one page the text should be written in paragraphs and it should be max. 3-4 paragraph. Short sections should be merged where necessary.
2. Ensure clarity, academic language, and conceptual depth throughout the unit.

Annexure-III

Photos During Presentation and First Slide



STRUCTURE OF SLM PREPARATION AS PER UGC-DEB



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